**Educational Work in a Vocational School for At-risk Youth**

The goal of this study is to investigate educational work in a vocational school for at-risk youth in a major city in Israel. This is vital since qualitative phenomenological research on vocational schools for at-risk youth has not yet been conducted. These schools, the “last stop” for adolescents who drop out of normative educational frameworks, are characterized as spaces of social exclusion (Eini, Shoshana & Strier, 2023). A comprehensive analysis of the research literature did not locate any previous qualitative studies on cultural and educational processes, and their role in establishing a class-specific subjectivity and perception of the future in schools for at-risk youth (Shoshana, 2017). Further, there have been few studies on the factors underlying positive developmental outcomes among at-risk youth in general and those below the poverty line in particular (Alvernini et al., 2023). In the school investigated for the current study, as in similar schools for at-risk youth, the students are characterized by multiple exclusions (Eini, Shoshana & Strier, 2023). That is, they come from a low socio-economic status in terms of their area of residence, income, parental education, and stigmatized ethnic identities.

The primary research questions for this study:

1. What daily educational work is conducted in vocational schools for at-risk youth in Israel?
2. How do cultural and educational processes influence and shape the subjectivity that characterizes students in these schools?
3. What is the nature of the pedagogical work in these schools, and how does it reflect the recommendations of the Israel Ministry of Education?
4. How do students perceive the school and the concept of “risk,” and how does this affect their perception of the future?
5. How do teachers at a school for at-risk youth perceive their role, their relationship with the school community (students, parents, colleagues), and the concepts of “risk” and “exclusion”?
6. How do the students’ parents perceive the school, their relationship with the teachers, and the concepts of “risk” and “exclusion”?
7. How do school graduates perceive the impact of their school experience on their lives as young adults?

These questions will be examined through a case study (Flyvbjerg, 2011) at one school in a city in the northern region of Israel. The study makes theoretical contributions in four research areas: (a) schools for at-risk youth (b) the concepts of “risk” and “at-risk youth” (c) multiple exclusions and (d) the reproduction of exclusions.